



**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) English Language**

**J351/02 Exploring effects and impact**

**SAMPLE MARK SCHEME**

**Duration: 2 hours**

**MAXIMUM MARK 80**



**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response):
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the telephone, email or the scoris messaging system.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning

## 12. Subject-specific Marking Instructions

**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the unseen texts
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**Rubric Infringement**

Candidates may infringe the rubric in the following way:

- answering two questions from Section B.

If a candidate has written two answers for Section B, mark both answers and award the highest mark achieved.

**ASSESSMENT OBJECTIVES**

Candidates are expected to demonstrate the following in the context of the content described:

AO1	Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	Evaluate texts critically and support this with appropriate textual references.
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid:

	% of GCSE (9–1)						Total
	AO1	AO2	AO3	AO4	AO5	AO6	
J351/01 <i>Communicating Information and Ideas</i>	6.25	7.5	3.75	7.5	15	10	50%
J351/02 <i>Exploring Effects and Impact</i>	2.5	11.25	3.75	7.5	15	10	50%
Total	8.75	18.75	7.5	15	30	20	100%

### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide ‘correct’ answers. The Mark Scheme can only provide ‘best guesses’ about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners’ Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates’ responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates’ responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will

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encounter answers which fall outside the 'target range' of Level of Response Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

SPECIMEN

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related notes on each question will help you to understand how the band descriptors may be applied. However, these comments do not constitute the mark scheme. They are some thoughts on what was in the setter's mind when the question was formulated. It is hoped that candidates will respond to questions in a variety of ways and will give original and at times unexpected interpretations of texts. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 Candidates' answers should demonstrate knowledge and understanding of the texts. This knowledge will be shown in the range and detail of their references to the text. Re-telling sections of the text without commentary is of little or no value.



**INSTRUCTIONS TO EXAMINERS:****A INDIVIDUAL ANSWERS**

- 1 The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.
- 2 Using 'best-fit', decide first which set of Level of Response Band Descriptors best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.
  - **Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.
  - **Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.
  - **Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.
- 3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Level 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

**B TOTAL MARKS**

- 1 Transfer the mark awarded to the front of the script.
- 2 The maximum mark for the paper is **80**.

SPECIMEN

Question		Answer	Marks	Guidance
1	a	<p><b>SKILLS:</b> <b>AO1:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>one</b> mark for either of the following:</p> <ul style="list-style-type: none"> <li>• “Disaster struck on the first day”</li> <li>• “In quiet desperation”</li> </ul>	1	<p><b>Identify one phrase from these lines which shows Clive James’ reaction to finding Carnaby is in a different class to him.</b></p> <p><b>Accept:</b> minor slips in copying.</p> <p><b>Do not accept:</b> overly long quotations, for example copying of whole sentences, unless the correct phrase is clearly indicated.</p>
1	b	<p><b>SKILLS:</b> <b>AO1:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>one</b> mark for a response which identifies that Clive James and Carnaby are (close) friends / James is dependent on Carnaby (for company).</p>	1	<p><b>What does this show about their relationship?</b></p>
1	c	<p><b>SKILLS:</b> <b>AO1:</b> Identify and interpret explicit and implicit information and ideas.</p> <p>Award <b>one</b> mark for each of the following differences between Clive James and Carnaby, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• Clive James made “<i>some</i>” new friends while Carnaby made “<i>lots of</i>” new friends.</li> <li>• Clive James remained “<i>small</i>” while Carnaby grew “<i>a foot taller</i>” / very tall / very quickly.</li> <li>• Nobody <i>looked up to</i> Clive James whereas Carnaby “<i>had natural authority</i>”.</li> </ul>	2	<p><b>Clive James and Carnaby are in different classes. Give two more examples of differences between the boys.</b></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• appropriately selected quotations or paraphrases of the text</li> <li>• comparisons which are implicit, e.g. Carnaby grew very tall unlike Clive James / and Clive James didn’t.</li> </ul> <p><b>Do not accept:</b> the following quotation on its own: “<i>Soon enough I made some friends in my own class but not in the same way as Carnaby did.</i>”</p>

Question	Answer	Marks	Guidance
2	<p><b>SKILLS:</b>  <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p><b>Level 6 (6 marks)</b></p> <ul style="list-style-type: none"> <li>A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is consistent and detailed.</li> <li>Precisely-selected and integrated subject terminology deployed to enhance the response.</li> </ul> <p><b>Level 5 (5 marks)</b></p> <ul style="list-style-type: none"> <li>An analysis which demonstrates a perceptive understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is reasonably detailed and balanced.</li> <li>Well-chosen subject terminology integrated into explanations.</li> </ul> <p><b>Level 4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>A developed explanation which shows a secure understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates comment on the effects of both language and structure, but the explanation may not be entirely balanced.</li> <li>Relevant terminology should be used to develop ideas.</li> </ul>	6	<p><b>How does Clive James use language and structure to make his description of Mr Ryan's lesson entertaining?</b>  <b>You should use relevant subject terminology to support your answer.</b></p> <p>Give credit for answers that link aspects of language and structure with how they are used to make the description entertaining.</p> <p>Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text.</p> <p>Candidates must refer to the use of language and structure in their response. An imbalanced response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> <li>the use of sarcasm / irony in the two sentences beginning: "<i>He was showing us...</i>", where the second sentence deliberately echoes the first</li> <li>the use of hyperbole / exaggeration to describe what happened: "<i>the entire supply</i>"; "<i>garish flames</i>", and make it entertaining</li> <li>the contrast between the heroic and the prosaic: "<i>Greek god</i>" and "<i>bad news</i>" and "<i>what passed for a playground</i>" and "<i>a battle on the Somme</i>" to create humour</li> <li>the use of tricolon and sibilance: "<i>Shocked, scorched</i></li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Level 3 (3 marks)</b></p> <ul style="list-style-type: none"> <li>A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to language and structure but may not give a full explanation of the effects of both.</li> <li>Some use of relevant subject terminology to support ideas.</li> </ul> <p><b>Level 2 (2 marks)</b></p> <ul style="list-style-type: none"> <li>A straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects.</li> <li>Some use of subject terminology, though it may not always be relevant.</li> </ul> <p><b>Level 1 (1 mark)</b></p> <ul style="list-style-type: none"> <li>A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader.</li> <li>Little or no use of subject terminology.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<p><i>and gassed</i>” to create comic / dramatic effect in the last sentence</p> <ul style="list-style-type: none"> <li>the inversion of word order in the last sentence to foreground the ludicrous image of Mr Ryan and emphasise the permanence of his departure</li> <li>the use of the word “<i>accident</i>” in the second sentence to introduce the episode about to be described</li> <li>the build up to the description of the event to whet the reader’s interest: “<i>Certainly you had to be more careful than he was</i>”, which is ironic / sarcastic in tone</li> <li>the dramatic statement in the middle of the account to describe what happened: “<i>The school’s entire supply of potassium was ignited at once</i>”</li> <li>the build–up of descriptive, comic detail to the last, dramatic sentence.</li> </ul>

Question	Answer	Marks	Guidance
3	<p><b>SKILLS:</b>  <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p><b>Level 6 (11–12 marks)</b></p> <ul style="list-style-type: none"> <li>A skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is detailed and integrated.</li> <li>Precisely–selected and integrated subject terminology deployed to enhance the response.</li> </ul> <p><b>Level 5 (9–10 marks)</b></p> <ul style="list-style-type: none"> <li>An analysis which demonstrates a perceptive understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates' analysis of both language and structure is reasonably detailed and balanced.</li> <li>Well–chosen subject terminology integrated into explanations.</li> </ul> <p><b>Level 4 (7–8 marks)</b></p> <ul style="list-style-type: none"> <li>A developed explanation which shows a secure understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates comment on the effects of both language and structure, but the explanation may not be entirely</li> </ul>	12	<p><b>Explore how the writer presents Miss Brodie's attitude towards Miss Mackay, the headmistress. Support your ideas by referring to the language and structure of this section, using relevant subject terminology.</b></p> <p>Give credit for answers that link aspects of language and structure with how they are used to convey Miss Brodie's attitude to Miss Mackay, supported by close reference to the text.</p> <p>Give credit for accurate use of relevant terminology integrated into responses, which shows a precise understanding of features and their effect in this text.</p> <p>Candidates must refer to the use of language and structure in their response. An imbalanced response which does not achieve a reasonable balance between references to language and to structure cannot achieve the higher levels.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none"> <li>the focus on Miss Mackay rather than Miss Brodie at the beginning of the section, though the reader is immediately made aware of Miss Brodie's presence and attitude</li> <li>the contrast between the use of speech to present Miss Mackay and the use of action to show Miss Brodie's attitude towards Miss Mackay: "<i>Miss Brodie passed behind her</i>"</li> <li>the repetition of "<i>up, up</i>" to show Miss Brodie's disdain for Miss Mackay and that she regards herself as</li> </ul>

Question	Answer	Marks	Guidance
	<p>balanced.</p> <ul style="list-style-type: none"> <li>Relevant terminology should be used to develop ideas.</li> </ul> <p><b>Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>A clear explanation which shows a general understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates refer to both language and structure but may not give a full explanation of the effects.</li> <li>Some use of relevant subject terminology to support ideas.</li> </ul> <p><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>A straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader. Candidates are likely to refer more fully to either language or structure and note some features without explaining the effects.</li> <li>Some use of subject terminology, though it may not always be relevant.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>A descriptive response which shows limited awareness of how the writer has used language and structure to achieve effects and influence the reader.</li> <li>Little or no use of subject terminology.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<p>superior to her</p> <ul style="list-style-type: none"> <li>the way Miss Brodie's closing of the door "<i>with the utmost meaning</i>" is pointedly critical of Miss Mackay</li> <li>although there is no explicit criticism of Miss Mackay by Miss Brodie, the description of her looking "<i>hard at the door for a long time</i>" emphasises her dismissive attitude</li> <li>the reference to "<i>intrusions</i>" implies that Miss Brodie sees Miss Mackay as an interloper, who has no place in her classroom</li> <li>the mimicking of Miss Mackay's exhortations to the class, "<i>Are we downhearted no, are we downhearted no</i>", shows disrespect / contempt in front of the pupils</li> <li>the criticism of what Miss Mackay has said – the implication that Miss Mackay talks down to the girls, while she, Miss Brodie, does not: "<i>I don't believe in talking down to children</i>"</li> <li>the contradiction of Miss Mackay's emphasis on the importance of the qualifying examination: "<i>qualifying examination or no qualifying examination</i>"</li> <li>the emphasis by Miss Brodie on what she has done in the holidays being of benefit to the girls rather than their writing essays about their experiences as suggested by Miss Mackay</li> <li>the shift from the beginning of the section, where Miss Brodie is silent while Miss Mackay speaks, to the end, where Miss Brodie asserts control of her classroom and her girls.</li> </ul>

Question	Answer	Marks	Guidance
4	<p><b>SKILLS:</b> Mark the response out of 12 marks (AO4) <b>and</b> out of 6 marks (AO3) using the two sets of level descriptors below; add the two marks together to award a total mark out of 18.</p> <p><b>AO4:</b> <i>Evaluate texts critically and support this with appropriate textual references.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p><b>Level 6 (11–12 marks)</b></p> <ul style="list-style-type: none"> <li>• A sustained critical evaluation demonstrating a perceptive and considered response to the statement and a full explanation of the impact of the texts on the reader.</li> <li>• Comments are supported by apt, skilfully selected and integrated textual references.</li> </ul> <p><b>Level 5 (9–10 marks)</b></p> <ul style="list-style-type: none"> <li>• An informed critical evaluation showing a thoughtful response to the statement and clear consideration of the impact of the texts on the reader.</li> <li>• Comments are supported by persuasive textual references.</li> </ul> <p><b>Level 4 (7–8 marks)</b></p> <ul style="list-style-type: none"> <li>• A response with developed evaluative comments addressing the statement and some comments about the impact on the reader.</li> <li>• Comments are supported by well-chosen textual references.</li> </ul>	<p><b>12 (AO4)</b></p> <p><b>6 (AO3)</b></p> <p><b>18 (total)</b></p>	<p><b>'In these texts school is presented as a challenging place for the pupils.'</b></p> <p><b>How far do you agree with this statement?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>discuss your impressions of the pupils' various experiences at school</b></li> <li>• <b>explain what you find unusual about their school environment</b></li> <li>• <b>compare the ways the writers present the pupils' experiences of school</b></li> </ul> <p><b>Support your response with quotations from both texts.</b></p> <p>This question assesses AO4 and AO3. AO4 is worth 12 marks and AO3 is worth 6 marks. The first two bullet points of the question prompt candidates to evaluate the text (AO4) and the third bullet point prompts candidates to compare the texts (AO3).</p> <p>Candidates may construct their answer in response to the bullet points in combination, and integrate their evaluative and comparative commentary throughout; this is a valid approach which may achieve the highest levels for AO4 and AO3.</p> <p>Give credit for critical evaluation of 'how far' the candidate agrees with the statement that the texts present school as a challenging place. Accept all valid evaluations which are supported by appropriate, integrated references to both texts. For example, some candidates may consider one text presents the school environment as more challenging than</p>



Question	Answer	Marks	Guidance
	<p><b>Level 3 ( 5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• A response with clear evaluative comments and some awareness of the impact on the reader.</li> <li>• Comments are supported by appropriate textual references.</li> </ul> <p><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>• A response with straightforward evaluative comments and a little awareness of the impact on the reader.</li> <li>• Comments are supported by some appropriate textual references.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>• A limited description of content.</li> <li>• Comments are supported by copying or paraphrase.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p> <hr/> <p><b>AO3: Compare writers' ideas and perspectives as well as how these are conveyed across two or more texts.</b></p> <p><b>Level 6 (6 marks)</b></p> <ul style="list-style-type: none"> <li>• A detailed, interwoven comparison which explores writers' ideas and perspectives and how they are conveyed.</li> </ul>		<p>the other text.</p> <p><b>Candidates may evaluate these ideas in response to AO4:</b></p> <ul style="list-style-type: none"> <li>• the portrayal of teachers as eccentric, having their own individual approach, so the pupils don't learn effectively or know what is expected of them, e.g. "<i>aware that these experiments would be the last I would ever understand</i>" (Text 1) and "<i>Mary did not know.</i>" (Text 2)</li> <li>• the pupils seem worried, even scared, of Miss Brodie when she asks questions: "<i>Nobody answered.</i>" (Text 2)</li> <li>• the positive experience Clive James has in English with 'Jazz' Akeed who teaches "<i>according to the curriculum</i>" shows it wasn't always challenging at school</li> <li>• the unusual experience of being in Miss Brodie's class who teaches about her holiday in Italy rather than history is perhaps interesting for her pupils; some candidates may argue the opposite view</li> <li>• the teachers' behaviour and language is unusual and challenging, shown in their speech: "<i>Make a Bunsen burner</i>"; "<i>Hail Caesar!</i>"</li> <li>• the presentation of pupils in both texts as being at the mercy of whatever teachers they encounter, the sense that pupils are learning very little, which Clive James comments on explicitly, "<i>to ruin science for me</i>" and is implicit in the second text, "<i>you will receive the fruits of my prime</i>".</li> <li>• the effect on the pupils in both texts: in the first there is reference to Clive James' "<i>morale collapsing completely</i>" and in the second, Mary is told she is "<i>stupid</i>" and the two new girls are bewildered by their first experience of Miss Brodie: "<i>They stood up with</i></li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Level 5 (5 marks)</b></p> <ul style="list-style-type: none"> <li>A sustained comparison of writers' ideas and perspectives and how they are conveyed.</li> </ul> <p><b>Level 4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>A developed comparison of writers' ideas and perspectives and how they are conveyed.</li> </ul> <p><b>Level 3 (3 marks)</b></p> <ul style="list-style-type: none"> <li>A clear comparison of writers' ideas and perspectives which begins to consider how they are conveyed.</li> </ul> <p><b>Level 2 (2 marks)</b></p> <ul style="list-style-type: none"> <li>A response which identifies main points of comparison between writers' ideas and perspectives.</li> </ul> <p><b>Level 1 (1 mark)</b></p> <ul style="list-style-type: none"> <li>A response which makes simple points of comparison between writers' ideas and perspectives.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		<p><i>wide eyes</i></p> <hr/> <p><b>Candidates may compare these points in response to AO3:</b></p> <ul style="list-style-type: none"> <li>the contrast between the autobiographical viewpoint in the first text and the narrative viewpoint in the second to convey pupils' experience of school</li> <li>the contrast between the teachers in the first text described as not "<i>brilliant</i>" but "<i>conscientious</i>" and Miss Brodie, who seems to ignore the prescribed curriculum completely</li> <li>the similarity between the presentation of Mary Luke: "<i>Magnesi off oxid off ...</i>" and Miss Brodie: "<i>I shall tell you a little more about Italy</i>" as baffling and "<i>incomprehensible</i>" to the pupils</li> <li>the writers both use sharply observed details, using similes, e.g. "<i>like an ancient Greek god</i>"; "<i>like a gladiator</i>" to create a darkly humorous impression of how the pupils see the teachers in both texts.</li> </ul>

Question	Answer	Marks	Guidance
5/6 *	<p><b>SKILLS:</b></p> <p><b>AO5:</b> <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i></p> <p><b>AO5:</b> <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i></p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p><b>Level 6 (21–24 marks)</b></p> <ul style="list-style-type: none"> <li>• The form is deliberately adapted to position the reader, showing a sophisticated control of purpose and effect.</li> <li>• Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task.</li> <li>• There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects.</li> </ul> <p><b>Level 5 (17–20 marks)</b></p> <ul style="list-style-type: none"> <li>• The form is confidently adapted and shows a secure understanding of purpose and audience.</li> <li>• There is a sustained use of tone, style and register to fulfil the purpose of the task.</li> <li>• There is a controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve particular effects.</li> </ul> <p><b>Level 4 (13–16 marks)</b></p> <ul style="list-style-type: none"> <li>• The form is adapted to show a clear understanding of purpose and audience.</li> </ul>	<p><b>24 (AO5)</b></p> <p><b>16 (AO6)</b></p> <p><b>40 (total)</b></p>	<p><b>5: Imagine you are writing your autobiography. Describe your experiences of starting a new school.</b></p> <p><b>You could write about:</b></p> <ul style="list-style-type: none"> <li>• the people that made the biggest impression on you</li> <li>• the ways in which you behaved</li> <li>• the way that you feel about those events now.</li> </ul> <p><b>OR</b></p> <p><b>6: <i>The Outsider</i>.</b></p> <p><b>Use this as a title for a story or a piece of personal writing.</b></p> <p><b>In your writing you should:</b></p> <ul style="list-style-type: none"> <li>• choose a clear viewpoint</li> <li>• describe the setting</li> <li>• explore what being 'an outsider' means.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Tone, style and register are chosen to match the task.</li> <li>• There is a well-managed overall structure, with paragraphs and grammatical features used to support coherence and cohesion, and sometimes for effect.</li> </ul> <p><b>Level 3 (9–12 marks)</b></p> <ul style="list-style-type: none"> <li>• The form is sustained and shows clear awareness of purpose and audience.</li> <li>• Tone, style and register is appropriate for the task, with some inconsistencies.</li> <li>• There is a clear overall structure, with paragraphs and grammatical features used, mostly securely, to support coherence and cohesion.</li> </ul> <p><b>Level 2 (5–8 marks)</b></p> <ul style="list-style-type: none"> <li>• The form, which is mostly appropriate for purpose and audience, is generally maintained.</li> <li>• There is an attempt to use a tone, style and register appropriate to the task.</li> <li>• There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion.</li> </ul> <p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• There is some attempt to use a form appropriate for purpose and audience.</li> <li>• There is a limited attempt to use a tone, style and register appropriate for the task.</li> <li>• There is some attempt to structure the response, with limited evidence of paragraphs or grammatical features to support coherence and cohesion.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		

Question	Answer	Marks	Guidance
	<p><b>SKILLS:</b>  <b>AO6:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Where the candidate's answer consistently meets the criteria, the higher mark should be awarded.</p> <p><b>Level 4 (13–16 marks)</b></p> <ul style="list-style-type: none"> <li>• An ambitious range of sentence structures is used to shape meaning and create impact. Accurate punctuation is used to enhance clarity and achieve particular effects.</li> <li>• Vocabulary is precise and subtle, expressing complex ideas with clarity. Spelling of irregular and ambitious words is accurate, with very occasional lapses.</li> </ul> <p><b>Level 3 (9–12 marks)</b></p> <ul style="list-style-type: none"> <li>• A wide range of sentence structures is used for deliberate purpose and effect. Punctuation is consistently accurate and is used to achieve clarity.</li> <li>• Vocabulary is sometimes ambitious and used convincingly for purpose and effect. Spelling, including complex regular words, is accurate; there may be occasional errors with irregular and ambitious words.</li> </ul> <p><b>Level 2 (5–8 marks)</b></p> <ul style="list-style-type: none"> <li>• A range of sentence structures is used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors.</li> <li>• Vocabulary is appropriate and shows some evidence of being selected for deliberate effects. Spelling is generally accurate with occasional errors with common and more complex words.</li> </ul>		

Question	Answer	Marks	Guidance
	<p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are used with some attempt to use more complex structures. Some punctuation is used but there is a lack of control and consistency.</li> <li>• Vocabulary is straightforward and relevant with mostly accurate spelling of simple words.</li> </ul> <p><b>0 marks</b> No response or no response worthy of credit.</p>		

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## Mark Scheme Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	AO4	AO5	AO6	Total
<b>1a</b>	1	0	0	0	0	0	1
<b>1b</b>	1	0	0	0	0	0	1
<b>1c</b>	2	0	0	0	0	0	2
<b>2</b>	0	6	0	0	0	0	6
<b>3</b>	0	12	0	0	0	0	12
<b>4</b>	0	0	6	12	0	0	18
<b>5/6</b>	0	0	0	0	24	16	40
<b>Totals</b>	<b>4</b>	<b>18</b>	<b>6</b>	<b>12</b>	<b>24</b>	<b>16</b>	<b>80</b>

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